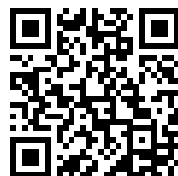

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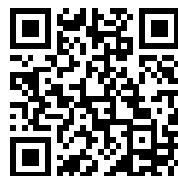
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Observations on the Academic Study of
Romance Philology.

BY PROFESSOR GUSTAV KOERTING.

(Translated by HENRY ALFRED TODD.)

PRINTED BY THE MODERN LANGUAGE ASSOCIATION OF AMERICA, WITH THE
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NOTE.

At the second meeting of a Convention of Modern Language Professors, held in New York City, Dec. 29 and 30, 1884, a permanent organization was formed, under the title "The Modern Language Association of America." This Association purposes to publish from time to time, independently of the Annual proceedings of the Society, and in the form of a series of papers that shall be known as "The Modern Language Series," such matter as may in the judgment of the Executive Council, serve to call attention to the aims of the Association.

OBSERVATIONS ON THE ACADEMIC STUDY OF THE ROMANCE LANGUAGES.*

TRANSLATED BY HENRY ALFRED TODD, PH. D., ASSOCIATE IN ROMANCE LANGUAGES
IN THE JOHNS HOPKINS UNIVERSITY.

I.

The first requisite for a scientific study at once vigorous and self-satisfying is enthusiasm for science, for enthusiasm alone affords the strength for a generous and self-sacrificing devotion to study. Let him who regards scientific study purely as a means of gaining his future bread, let him who sees in Science only the "milch cow which is to yield him butter," but not the "sacred and sublime divinity"—let him hold aloof from her; for he would but degrade science to a trade, and be incapable of using and advancing her in worthy wise. If this be true in general, it has a very special application to the student who is thinking shortly to devote himself to the calling of a teacher. For how could a love for science be kindled in the breast of his pupils by one who is not himself pervaded by such a love? If any calling is to be viewed and practiced from the standpoint of the ideal, it is surely the teacher's calling. For this calling requires constant self-sacrifice and self-renunciation, and to this necessity he only can heartily accommodate himself, who sees his life's task and finds his inmost satisfaction in the struggle after the ideal. Outward recompense for the sacrifice of toil and pains expended, is offered the teacher in only scanty measure; to offer it to him in full allowance would be quite impossible. To be sure, one who devotes himself to higher instruction has had, as a rule, up to the present time, at least the advantage over those who are pursuing other learned careers, that at the close of his university studies he could attain comparatively early a secure and tolerably well remunerated position, and along with this the accompanying financial independence. Students of modern philology especially have been heretofore for the most part very favorably situated in this respect.

[After a somewhat lengthy discussion of the professional and social status of gymnasium and university instructors in Germany and their proper fields of activity, the author proceeds:]

It is indeed self-evident that not every gymnasium teacher can write comprehensive and important learned works. This rather, as in all scientific callings, will always be possible for only a few who are specially endowed, and even for these only when they are favored by external circum-

* From the *Encyklopädie und Methodologie der Romanischen Philologie*, von Gustav Körting (Heilbronn, Henninger, 1884), vol. 1, p. 192 f.

stances; when, for example, they can make use of an extensive public library without too annoying difficulties, or can afford themselves the possession of a library of their own, complete enough in all essentials for their purpose. But scientific activity may very well be fostered and exercised without the accompaniment of any literary ambition. A teacher may readily be admitted to be in the right, when he declares that he has no time for writing books, or feels within himself no call to do so. This requires indeed no special justification, for the writing of books is precisely not every man's affair, and moreover a teacher who performs intelligently and faithfully the duties of his calling, renders more service perhaps to humanity, than a writer who keeps the printing-press year in and year out in motion. Yet however justifiable as a rule the renunciation of authorship on an extensive scale may be, none the less unpardonable for the teacher is the renunciation of independent scientific activity. In respect to this there is imposed on him a double and unavoidable duty. In the first place, he must follow attentively the progress of his specialty, must constantly keep himself acquainted as fully as possible with its latest discoveries and with the methods newly coming into vogue. But secondly, he must within his own department choose for himself some special subject, however limited in extent, for his personal investigation, no matter if his work confine itself to the mere diligent observing and collecting of details, without attaining to a co-ordination of results in accordance with more commanding points of views.

For modern philologists material suitable to such special studies exists in rich abundance. Only a small portion of the literary works in Old and Modern French (Italian, Provençal, etc., as well as Old and Modern English) has hitherto been accurately examined in respect to linguistic usage, vocabulary, etc. There is accordingly at hand material for hundreds and indeed thousands of fruitful separate studies, every one of which, if executed with the requisite carefulness and method, would be a thankworthy contribution to the language and literature of which they might treat. A single example may, in particular, here be pointed out. In the field of Romance, and the same too of English philology, the want of scientifically prepared special-lexicons or glossaries to the more important authors and their works makes itself sensibly felt. Some few conspicuous productions of this sort are, in truth, available (e. g., GÉNIN'S *Lexique de la langue de Molière*, MARTY-LAVEAUX'S *Corneille-Lexicon*, and others¹); but how much, indeed, still remains to be done, particularly in the field of Provençal, Italian, Spanish, etc., special-philology, and for the matter of that, in French as well! As for the French, it would be a very thankworthy undertaking to compile once, for example, the vocabulary of PHILIPPE DE THAUN, WACE, CRESTIEN DE TROYES; but the modern French authors (e. g., FÉNELON), and even those of the present (as, e. g., E. ZOLA), would well repay for such labor, although

¹ Better still than the above named works AL. SCHMIDT'S admirable *Shakspeare-Lexikon* may serve as an example of such productions.

in the case of these latter, it might properly be limited to the collection of special categories of words (archaisms, neologisms, provincialisms, etc). In respect to Italian, there are still wanting, for example, scientific special-lexicons even for Petrarch and Boccaccio, and until such have been compiled the history of the Italian literary language will never be made clear. In Provençal, Spanish, Portuguese, Roumanian, almost all still remains to be done. True now, lexical undertakings, which at least at the outset have undeniably something dry about them, and call for mechanical writing more than some others, do not answer to every man's taste; but on the other hand also, they possess, for one who can make friends with them, great advantages: for one can avail oneself, for this work, even of scattered moments of leisure—and many a teacher, indeed, can command only such—and thus turn to account many a half-hour which would otherwise be lost; for work of this kind may be broken off at pleasure, without thereby interrupting a train of thought the renewal of which might require a serious effort; further, it can as a rule be carried on without the use of cumbersome and out-of-the-way helps; and finally, it is quite possible also, in such undertakings, that several may divide the work between them according to a definite plan, and thus produce in common a work for the execution of which the forces of a single person would hardly be sufficient, (e. g., for the composition of a scientific dictionary to CRESTIEN DE TROYES, several might combine in such a way that each would undertake to cover either a single poem, or certain letters of the alphabet, only in such a case an exact plan of work would have to be agreed upon beforehand, and the final redaction undertaken by a single person).—The following also may be indicated as material for labor at once grateful and comparatively easy of control. FRITSCHÉ, as is well known, has composed a name-book to MOLIÈRE. For GARNIER, HARDY, CORNEILLE, RACINE, ROTROU, etc., etc., such books of names are not yet provided, and yet they would be capable, in manifold respects, of rendering profitable service to the history of literature.

It is needless to remark that elsewhere also may be found material enough, and more than enough, for special work. Romance is still precisely a virgin soil, of which only isolated portions have as yet been brought under cultivation. It is only necessary for everyone to understand how to appropriate to himself, from the broad expanse, what is suited to his individual inclinations and circumstances. But if anyone has not the breadth of view or the courage requisite to an independent choice, for him the advice of some experienced brother-specialist will surely not be wanting.

II.

The preliminary condition of a profitable study of Romance philology, as of any scientific study, is the possession of a good gymnasium training. If of late the case occurs now and again of young men devoting themselves to Romance studies, who have obtained their early training at a school without Latin, and only by way of supplement have acquired just enough

Latin to be able to stand at a pinch the *Abiturientenexamen*, this is only to be deplored, quite regardless of all allowances for the love of knowledge and the energy of the applicant in question. For such an after study of Latin, which besides, as is very evident, is likely to have been pursued with a certain haste, can offer only superficial results, and never by such means is that acquaintance with Latin attained which is absolutely essential for the Romance philologist. For the Romance philologist stands quite otherwise affected to Latin than does peradventure the student of the natural sciences. For the latter also, in truth, a well-grounded training in the humanities is highly desirable, and yet he may be able to prosecute his specialty with fine success, although he stands on rather a lame footing in Latin grammar, and has only a shadowy knowledge of Latin literature. The student of Romance philology, on the contrary, by his very specialty is at once and constantly thrown back upon the Latin, so that without a thorough knowledge of this, he is by no means in a position to attain the object of his studies.

On this ground it is to be most urgently recommended even to the student of Romance philology who has received the usual gymnasium training, to continue occupying himself with Latin, and to strive not only to retain, but also to extend, the knowledge of it which he already possesses. It would be most desirable if every student of Romance philology set himself the aim of acquiring in Latin at least the capacity of teaching the middle classes; the attainment of this end would besides essentially promote his position, his advancement, and his activity as a gymnasium teacher. But even without this, every Romance philologist should earnestly occupy himself especially with the later and post-classic Latin, and not less with Latin literary history. No one should neglect to become, by his own reading, as fully as possible acquainted with those Latin authors who possess, whether by their language or their matter, importance for Romance philology—especially PLAUTUS, on account of the approach of his language to the forms of the Popular Latin; VERGIL'S *Æneid* and *Eclogues*, on account of the influence they exercised on the literature of the Middle Ages and the Renaissance; HORACE'S lyrical poems and *Ars Poetica*, because the former were much imitated at the time of the Renaissance, while the latter were regarded as setting the model in the theory of poetics; SENECA'S Tragedies and TERENCE'S Comedies, because these (especially the former) were imitated by the Italian and French dramatists of the sixteenth and seventeenth centuries; Caesar's *Bellum Gallicum*, because in it are painted the character and customs of the ancient Gauls; PETRONIUS'S Satires and Apuleius's *Metamorphoses*, on account of their manifold peculiarities of language and their highly interesting contents as throwing light on the history of manners and customs; the *Histories of Troy*, of the so-called DARES and DICTYS, on account of their relations to middle-age literature. Let it be further expressly remarked that the Romance philologist must make the acquaintance also of Church Latin and of the latinity of the

Middle Ages, the former best through the reading of the Vulgate and early Christian hymns, the latter most conveniently through middle age charters, laws and historical works.

III.

Knowledge of *Greek* is in the highest degree desirable for the Romance philologist, since the Romance languages and literatures, stand in manifold relations with the Greek language and literature and since, moreover, the study of the finely cultivated Greek grammar (and especially again of the multifarious form-building of the Greek), affords a linguistic schooling which nothing can replace. The Romance philologist who is unacquainted with Greek will feel himself variously hindered in his studies, and will be unable to control many a special field of his science in the degree that would correspond to his own wishes. At the least, he will not seldom find himself in the position of having to go for advice to some fellow specialist acquainted with Greek, thereby confessing to a certain inferiority as compared with the other, a mere consciousness of which is already of itself painful enough. What is true of the student of Romance, is just as true also of the student of English philology.

In the circumstance that the real-gymnasias (and real-schools of the first rank) have not yet adopted Greek into their curriculum lies a serious scruple against the recently granted, and in other respects wholly justifiable, admission of the graduates of these institutions to the study of modern philology. To be sure, to withdraw the favor, now that it is once accorded, would be as impracticable as it would be unjust; but at all events some possible means should be sought of affording the pupils of the upper classes optional instruction in Greek. The thing need be in no wise impracticable, and in a certain few institutions the attempt has even already been made with good success. It might also be considered whether lectures on Greek grammar for the graduates of real-gymnasias could not be given at the university. For if Sanskrit, for example, is taught from the elements, the like might well be feasible also in reference to Greek. At any rate, in face of the fact that earnest students can acquire in a few semesters a comparatively excellent knowledge of so notoriously difficult a language as the Sanskrit, it is not evident why the Greek also could not just as well be learned; although indeed it is readily to be admitted that a study begun in childhood and pursued through long years at school has great advantages. Such elementary instruction, for the rest, it would not be in order to expect from the professor of Greek, but might be committed to a younger gymnasium teacher, but still to one already experienced in teaching and of scientific aspirations, to whom, at the same time, the possibility might thereby be offered of later passing over completely to the university career.

Under the present order of things, where lectures on Greek grammar for the beginner are not given at the university, students of modern philology are to be urgently advised, during their early semesters, to make

themselves acquainted by private study with the elements of Greek. As the best text-book for this purpose might be recommended, on account of its practical plan, the *Elementargrammatik* of RAPHAEL KUEHNER, (Hannover, Hann'sche Hofbuchhandlung), which contains at the same time numerous and methodically arranged exercises for practice. More scientific in its arrangement, and distinguished for the clearness of its presentation, but practically less serviceable without the help of a teacher, is the well-known *Schulgrammatik* of G. CURTIUS, (Prague, Tempsky), which might be used with profit by the side of KUEHNER'S.

Still more urgently than the study of the elements of Greek grammar, is to be recommended to real-gymnasium graduates to make themselves acquainted with the masterpieces of Greek literature by reading good translations. HOMER, AESCHYLUS, SOPHOCLES, EURIPIDES should be read throughout by every one of them; of ARISTOPHANES they should come to know at least some of the comedies; of PLATO at least a few dialogues, especially the *Symposium* and the *Phaedon*; if possible also a few books of the historical works of HERODOTUS, THUCYDIDES and XENOPHON. Of good translations there is indeed no lack, and these are also as a rule accessible enough. But one thing is by all means to be noted. In order to be capable of understanding and enjoying the works of Greek literature, one must endeavor to "live oneself into" the spirit of which it is full. This requires some effort, an effort, however, which is richly rewarded. Yet for him who shuns this effort, the beauty of Greek poetry and prose remains forever veiled, and instead of being attracted, he will feel himself repulsed, by the works of Greek literature; they will appear to him irksome, dry and empty. Let one take pains then deliberately to marshal one's forces, and to gain the just standpoint of observation! One should not allow oneself to be deterred by the first impression, which as a rule will be unfavorable. Let one not, after the cursory reading of a few pages, fling the book impatiently aside, and on the strength of a momentary experience which in reality is no experience at all, consider oneself warranted in passing the silly judgment that the "Ancients" have been overestimated, and that the Moderns forsooth have wonderfully advanced the situation. Of every scientific goal of knowledge, but especially of that of the infinitely beautiful and sublime in ancient literature, the poet's word is true:—

"Nur dem Ernst, den keine Mühe bleichet,
Rauscht der Wahrheit tiefversteckter Born
Nur des Meissels schwerem Schlag erweicht
Sich des Marmors sprödes Korn."—

The advice, moreover, to make oneself at home with the masterpieces of Greek literature by the reading of good translations to the largest possible extent, is also to be laid to heart by those gymnasium graduates who, either because they neglected Greek at the university, or because they have speedily "verschwitzt" what they learned earlier, are not in a position to read Greek texts with ease and pleasure. Otherwise it is of course,

urgently desirable that the gymnasium graduate should preserve his ability to read Greek in the original. But to compass this, constant practice is undoubtedly necessary, for it is a well-known experience that precisely the Greek is very readily forgotten, unless all the time kept up, while Latin clings much more tenaciously in the memory. If time be wanting for a more persistent cultivation of Greek, it is to be recommended to keep in constant practice by at least cursory reading of more or less easy texts. For this purpose may be regarded as especially suited the Greek romances collected under the title *Scriptores Erotici*, and accessible in a convenient edition by HERCHER (in Teubner's Bibliotheca scrip. graec.), of which more than one, moreover, has exercised an at least mediate influence on Romance literature, and consequently deserves, for that reason alone, to be known by the Romance philologist.

IV.

The free choice of the university at which they will pursue their studies is as a rule afforded to those students only who are well enough circumstanced financially not to be compelled to yield to considerations of an external nature, as for example the stipends that may be attainable, the cheapness of living, etc. But one who can freely choose, should not elect blindly, but only after mature deliberation. Special advice in this respect cannot of course be given here, if for no other reason, because the *personnel* of the various universities, which in any case must be in the first degree decisive, is subject, as a result of calls, new appointments, etc., to constant change; and consequently what would be correct for the current semester, would perhaps already have lost its value in the next. Attendance at universities at which no professorship of Romance philology has as yet been instituted, is to no purpose for the scientific study which here is alone in question. Of those possessing such a chair—and they indeed are the great majority—must chiefly be taken into consideration those at which either a genuine Seminary for Romance philology exists, or indeed, if that is still wanting, those at which its place is supplied by regular hours for practice (society, circle, association, etc.). Especially should students in their more advanced semesters attend, if possible, only such institutions as afford them opportunity for sharing in Seminary exercises. In general, it might perhaps be further advisable to begin the study at a smaller institution, and then, say, not until the third semester, to betake oneself to a great university (Berlin, Leipsic, Bonn, Munich, Strasburg). For the beginner, or to use the technical expression, the "Fuchs," is easily confused by the multifariousness of the instruction offered at a great university, and so discovers the proper path of his studies less easily than at a smaller institution, where as a rule he will find readier access to experienced associates. According to the nature of things also the intercourse of student with instructor, which is so important for the beginner especially, is more active at smaller than at larger institutions, at which latter it is often rendered more difficult by

merely external causes (long distances, etc.). But at any rate from about the third semester every one who can accomplish it, should attend a large university for at least two semesters, in order to become once acquainted also with broader university relations. If the choice falls withal upon Berlin or Leipsic, the further advantage is offered to one who has before known only smaller cities of gaining an insight into truly metropolitan life and activity, an advantage which, to be sure, may also be a serious drawback to the imprudent. For the completion of one's study it may under certain circumstances be recommended to return again to the smaller institution at which one has begun, especially if one has to take the State examination in the province in question, and intends to apply for a position.

But however advisable it may be to attend several universities, since protection is thereby afforded against dangerous onesidedness and premature "verphilisterung," just as earnest on the other hand should be the warning against an unsteady roving from university to university. For whoever wishes to learn anything valuable at a university must be its settled burgess for several semesters, not merely its transient guest for one semester. Simply the external adjustment of oneself to the life of a new place always requires considerable time, which is more or less lost for the purposes of study, so that he who has to adjust himself often will study little. The years of study will indeed be 'Wanderjahre', but should not be 'Bummeljahre.' University cities must not be reduced to stations of a tourist-journey. To attend more than three universities is harmful, unless altogether peculiar circumstances justify an exception. Let him who has a desire to travel and the means of gratifying this desire, travel in the vacations, which are surely long enough.

V.

Still more prejudicial than a frequent change of university is the interruption of university study by a lengthy sojourn abroad (that is to say, one lasting for several semesters), especially if this is only rendered possible by the student's undertaking the position of instructor in a family or school, involving important duties and a serious burden. What is accomplished by such a residence, the practical acquisition of the language of the foreign country in question, is according to experience seldom attained; but certainly, on the other hand, the continuity of scientific study is disturbed by it, and this is a disadvantage which can only with difficulty be made up for. The facility in speaking French (and English) required for the State test, the modern language philologist must seek to gain in some other way, by taking a diligent share in the practical exercises afforded by the lectors in modern languages, by intercourse with persons who are acquainted with the respective languages, by zealous reading of modern comedies and novels, by thoroughly working up such (in a good sense) practical books as PLOETZ'S *Vocabulaire systématique*, and the like. It must be conceded, in truth, that all these are only make-shifts, and that full facility in speaking

can only be acquired by a lengthy residence abroad. Yet the latter is only then precisely of practical avail when it can be really employed for practical study of the language. But one who has to acquire his instruction as a family tutor or school-teacher does not, as a rule, find himself in this position, and so cannot freely control his own time, especially when his position fastens him to a country-seat or to a small city, where there is no theatre and no advanced school, and where no possibility is offered for intercourse with cultivated people. Let the residence abroad, accordingly, be deferred till the time when independence has been secured, and let it then be taken advantage of thoroughly and systematically. Were it only a few weeks of vacation even which the young modern language teacher can spend as a free man in foreign lands, these few weeks will still for the most part be of greater use to him, if he knows how to turn his time methodically to the best account, than several semesters spent abroad as a student in a dependent and stationary position. But it should certainly be seen to more carefully than has yet been the case on the part of the authorities in charge of the system of higher instruction, that young modern philologists, who have already stood the State-examination, should be offered the possibility of a somewhat prolonged journey abroad. The authorities should not be chary of granting leaves of absence, travelling-stipends, and the like. Still better would be the establishment of Modern Language Institutes in Paris and London, after the manner of the Archæological Institutes in Rome and Athens. It would also commend itself to disregard entirely in the scientific State-examination the requisite of facility in speaking, but on the other hand to set up a second, purely practical test, for which a preliminary residence abroad would be presupposed. The present condition of things, according to which the student of modern philology must cultivate at the same time theory and practice, raises against itself the most serious question, especially so long as the unnatural coupling of French and English continues.

VI.

The minimum duration of the academic study of any branch of philology, in case the right of admission to the State-examination is to be acquired by it, is fixed by law at six semesters. This period is limited enough, yet practical considerations forbid, from the outset, arguing in favor of any extension of it. The great majority of students of philology are financially not so favorably situated that an expansion of the time of study to ten or even eight semesters would be possible for them. Even the three years' period of study imposes the severest sacrifice on many students of limited means. It will be necessary then to hold to the regulation at present in force. But on the other hand also, any thought of the diminution of the period of study is to be rejected. Hence it is to be desired that the regulation at present still in force in Prussia (and for that matter as justifiable as it was well meant at the time of its adoption) should be done away with,

according to which a residence covering one or two semesters in France or in England is reckoned as a part of the academic period of study. Of such an abridgment the academic study of modern philology at present by no means admits, as is best proven by the very fact that only quite exceptionally are students entered for the examination, who have not been actually inscribed for at least six semesters at some university.

For students who from the outset have the intention of entering on the academic career, the lengthening of the time of study to eight or ten semesters is an unconditional requirement, for the future 'docent' *must* open up to himself a somewhat wider horizon than is absolutely necessary for the future teacher in a gymnasium. Not indeed as if the culture of the gymnasium teacher needed to be less excellent than that of the university docent, but the latter, since he at the very beginning of his practical activity has to teach in presence of a public who are already in possession of a gymnasium training, must from the outset command thoroughly and critically a greater store of scientific knowledge than the gymnasium teacher; the latter, indeed, being in the beginning entrusted for the most part only with elementary instruction. To the gymnasium teacher is afforded more time for maturing and for rounding out his studies than to the 'privatdocent,' of whom it is required, even at the time of his habilitation, that he should stand at the full height of his science, and from whom, moreover, it is expected, and even made a condition of his promotion, that he shall advance the state of his chosen science by his own original productions. Gymnasium teacher and docent are of quite equal birth one with the other, but their vocations are of different grade, and this fact imposes a different grade of requirements also upon their preliminary training.

It often happens, indeed, that students of modern philology take their 'exmatrikel' immediately, at the close of the sixth semester, and inscribe themselves for the state examination, but then put off handing in their state work and passing the oral examination as long as ever the examining-board will grant them respite. Against such a procedure earnest warning is to be given to any one who is concerned in passing a good oral examination. For he who allows a long interval to follow his studies before presenting himself for the oral examination, runs the risk of getting out of active *rapport* with his science, which *rapport*, however, is the unconditional requisite for the good success of the examination. * * * * *

One who intends, in addition to the state examination, to present himself also for the doctor's examination, will do well to pass the two in as rapid succession as possible and it will be advisable to let the doctor's examination precede the other, since then, as a rule, no written 'Staatsarbeit' is required, in the field from which the theme of the dissertation is chosen.

For the rest, those who possess the requisite pecuniary means are to be advised not to forego the doctor's examination. To have passed it serves always as a recommendation, since every one who is well-informed knows that in all reputable philosophical faculties at the present time the degree

of doctor is conferred only on the ground of superior scientific contributions. It is also of use to a young man to be engaged, at the close of his university studies, to come before the learned public with a maiden effort, and to expose himself to general criticism. It is something that contributes to the formation and strengthening of the character. A doctor's dissertation, moreover, often stimulates its author very beneficially to more comprehensive scientific labors, imparts to him a consciousness of his intellectual powers and capacity for production, and teaches him to concentrate these upon a definite object. It may safely be asserted that in many a man of learning who has become renowned, the zeal for original scientific production would not have been aroused at all, had he not suffered himself to be persuaded into the composition of a doctor's dissertation by some perhaps altogether external consideration.

VII.

One who is in earnest with the study of his special science, one who has love and enthusiasm for it, will make a conscientious use of his time at the university, and to the best of his ability turn to account the opportunities so richly offered there for the acquisition of a thorough and many-sided erudition. For that he needs to be no longfaced, man-and-beer-shunning pedant. A fresh and merry student-life is quite consistent with earnest scientific aspirations, and it is no very great matter that a person should once in a way cut lectures, if only as a rule he attends them with mind awake and interest alert. Only one must not make every day a *fête*, and still less allow the *Katzenjammer* to become a chronic ailment. Against the Horatian "*dulce est desipere in loco*" no objection can be made, only it must be borne in mind that the 'desipere' precisely is justified only 'in loco.' He who forgets this, and makes his whole time at the university a continual *Commers*, for him the illusion is short, and the repentance not only long but often right bitter as well.

Membership in a students' association (Corps, Landsmannschaft, Burschenschaft) is indeed of itself not exactly conducive to scientific study, but offers otherwise so many advantages for the cultivation of character, the formation of university friendships, &c., that one would be acting foolishly who should wish to shun such membership, provided he have the liking, temperament and means for it. A first-rate man will find time for his studies, even while he is a 'Couleurstudent' and meets the obligations thereto pertaining. It would not be difficult to name a whole list of honored men of science who in their youth have worn the gay ribbon of an association on their breast, and recall that period of their lives with delight. But should any one, for whatever reasons, and there indeed may be very valid and creditable ones, hold himself aloof from the association-life, let him at least not withdraw himself entirely from student life in general. It is nothing short of repellent to meet with students who hold themselves pre-eminently above student life and student ways, or who are in fact too

blasés to be susceptible to the youthful pleasures of college intercourse. Whatever one is, one should be so out and out; let one then as a student also, be an out-and-out student, in scientific aspiration and in a life of good-fellowship.

Where a union for students of modern philology exists, every student of this department should, in his own well-understood interest, enter it. Isolation is never good for anything, not even in scientific study; the individual must rather constantly seek for association with those to whom community of aspiration and of interest unites him. Such association the student of modern philology finds in the 'Verein'; here he finds scientific stimulus, here the possibility of a fruitful interchange of thought, here an unrestrained and jovial student sociability; here opportunity is offered him to make friends with fellow-specialists who would otherwise perhaps always remain strangers to him; here he can form relationships which at a later period, when the students have become teachers and active *litterati*, may prove very beneficial to all who share in them. To those students who are compelled or who prefer to renounce the 'Verbindungsleben' strictly so-called, membership in a 'Verein' will offer a certain substitute, and will at least protect them against painful and injurious isolation. Since, for the rest, the 'Vereine' for modern philology form a 'Cartellverband,' any person belonging to one of them, if he removes to another university at which a 'Verein' exists, finds there at once a friendly reception among companions.

VIII.

A plan of university studies embracing anything more than very general advice cannot be drawn up for the student of Romance philology, since the lecture "cycles" of the professors in this department at the various institutions are very diverse. In view of the fact that even at the largest universities there exists only *one* chair for Romance philology (but two or three for example, for classical philology, history, etc.,) while at several of the medium and smaller institutions the professor of Romance philology has at the same time to represent the English also, it is easily accounted for that at no university is there given a thoroughly complete curriculum of lectures on Romance philology; that not even within the separate field of French philology, notwithstanding it is that respecting which most effort is made toward completeness, are all the branches treated in lectures.

The student of Romance philology will accordingly be obliged to make up his mind from the outset that never a lecture will he hear on many an important and in itself interesting subject of his science, even should he wish to hear throughout, in turn, the lecture courses of all the professors of his department. This however is by no means an especial drawback. For without considering that many a subject which is not treated in lectures still comes up incidentally for discussion, it may be, in seminary exercises, it would be an utterly perverse principle to wish to learn everything from

lectures only. Lectures are in the main only to stimulate, to serve as finger-posts, to afford indications from what point of view and by what method a given scientific subject is to be treated; but they have not the task of thoroughly exhausting such a subject, and bringing it into the form of a handy compendium. Hence it is also, as a matter of fact, no particular harm if lectures are often not carried through to a conclusion, but because the end of the semester renders their continuance impossible are somewhat abruptly broke off. The method by which the subject in question is to be treated and the points of view from which it is to be regarded, can be exhibited with sufficient clearness, even if only a part of the material under consideration is discussed. It would be commendable, none the less, if university teachers were to endeavor to lay out systematically the time assigned to them during a semester for their lectures, and give as well-rounded a form as possible to their courses.

A compensation for the fact that not a few branches receive no treatment in lectures is offered by the consideration that the method taught with reference to one branch may for the most part be transferred, as to essentials, to a kindred subject. Anyone, for example, who has heard a good course of lectures on French phonetics and morphology can easily reconcile himself, if he should not succeed in hearing such a course on Italian and Spanish phonetics and morphology; for what he has learned with reference to the French is applicable also, in essentials, to the Italian and Spanish.

IX.

The value of lectures should not be *undervalued*. The opinion that the hearing of lectures is altogether useless, because forsooth everything brought out in them can be found printed in books, is fundamentally wrong. Even if this were true as a matter of fact, the lectures would still retain their value; for the spoken word has a quite different effect from the printed one. The person who reads a drama, for instance, may certainly take pleasure in its contents and artistic form, but the correct understanding first dawns upon him when he sees it represented on the stage. The case is similar with a subject in science. No doubt, it can with suitable handling be made attractive and intelligible even in book form, but its real vitality, its perfect intelligibility it does not acquire until first it is heard treated in discourse by a man who has made himself master of it by the labor of his own brain; who has pondered and tested, critically sifted, and more completely developed what others have thought before him; who speaks from his own immediate and intimate experience, who answers with his person for the truth of what he teaches. Oral exposition dramatises, as it were, the subject under treatment, it renders it perspicuous, it brings it impressively near to the consciousness, it renders easier its retention by the memory, inasmuch as the recollection of the thing itself is strengthened by the mental image of the personality of the speaker. In a word, it may be said that a discourse acts more effectively than a book, because infinitely more ways of acting upon the fancy and

powers of perception of his hearers stand at the command of even the ordinarily skillful speaker than an author possesses in regard to them, especially where it is a question of learned and abstract subjects which do not admit of a poetically vivid presentation. Often, it may be, the peculiar intonation which the speaker gives to a word, a motion of the hand, an expression of the face with which he accompanies it, may produce an effect that can never be attained by means of written speech. Further, oral discourse possesses the advantage that it can be amply developed according to requirement, while the written presentation of a theme, if for nothing but external reasons, must be kept succinct. If, for example, a course of lectures held four hours a week through one semester were to be taken down *verbatim* and then printed, it would fill a bulky volume, and the work, however excellent its contents might be, would on account of its extent scarcely find many readers, probably no publisher even. But the succinct form of presentation, such as a scientific work must adopt, often makes it difficult for the beginner to understand, and allows to appear dark to him what, when it is presented in detail, becomes thoroughly clear. Here accordingly the lecture comes in as a supplement, and especially for beginners is for this very reason indispensable; it has as its most important purpose, the hodegetic aim of leading the way to scientific study, of showing the yet inexperienced youth the paths over which he is to travel, of putting into his hand a leading-string that shall secure him against aimless wanderings. If one should wish to study solely on one's own account, and systematically to avoid the lecture halls, one might indeed, by iron industry attain one's object even so; but one would be obliged to expend incomparably more time and strength, and would run easily into a certain onesidedness. But one would also obtain only a very incomplete knowledge of many fields of the science. For precisely in respect to Romance philology the state of the case is by no means such that one can find all that is worth knowing ready printed, and conveniently compressed into books. It is rather the fact that serviceable text-books are still either completely wanting for numerous and important branches of the subject, or if they exist are nevertheless variously in need of revision, to adapt them to the present stand-point of the science. In consequence of this the lectures stand notably above the level of the published text-books, and it may be boldly maintained that every docent of Romance philology offers to his hearers in his classes a considerable amount of scientific material and methodical direction which has not up to the present time been set down in any printed book, quite regardless of the fact that perhaps every docent commands some special field or other, on the ground of independent investigation, as in a sense his own domain; and so, if he has not already in his writings given his results in that field in a complete form to the public, he can deliver at least one course of lectures the materials of which cannot be replaced by any book.

Let the student not be betrayed into an underestimate of the value of any given course by the mere external form of the lectures. Not the form but

the content is the essential thing. It is very desirable, most certainly, that the university professor should be a graceful speaker and know how, merely by the external finish of his discourse, to hold his audience. But eloquence is a peculiar gift granted only to the few, and but seldom united with learning and thoroughness of knowledge. One should accordingly not expect every professor to be the possessor of it; one will rather have to reconcile oneself to the fact that many of them offer the golden fruits of their knowledge in rather crude vessels; but it would be foolish to allow oneself to be deterred on that account from attending a course, if its subject-matter be of sterling merit—something which even the beginner will easily be able to discover.

With a modicum of good-will, one soon grows accustomed to a few little roughnesses and peculiarities of a docent, and will perhaps even be able to find them agreeable, because they are often part and parcel of the whole bearing and character of the personage in question, and show in a not unpleasant way that a great *savant* may have his little human weaknesses. In an academic lecture one should look, after all, for instruction, not for pleasant entertainment, such as *spirituel* small-talk really or apparantly affords.

If the value of lectures is not to be underestimated, neither is it on the other hand to be *overestimated*. The stock of scientific knowledge which is given in lectures is in constant flux and subject to perpetual change. What is this year taught as true or probable will perhaps, no later than next year, be recognized by the teacher himself, on the ground of more recent investigation, as false or improbable. Scientific opinions, hypotheses, methods, and ways of regarding things, dissolve into one another in uninterrupted interchange, for the better is constantly the enemy of the good, and progress from the incomplete to the more complete is the law of development in science. Hence it arises that at every repetition of a previously delivered course of lectures, a professor must submit his text to a more or less complete working over. So that any one who supposes that in his lecture-notes he possesses a treasure for his whole life, is profoundly mistaken. Even the note-book most valuable for its contents at the time it was written, within a few years becomes antiquated, at least in reference to some of its parts, and sinks in the course of time more and more into the state of a mere bundle of waste paper, so that it can have for the owner only the significance of a relic dating from the time of his youth. The fate of note-books is quite the same as that of scientific text-books, which also must appear at certain intervals in new or improved editions, if they are to preserve their usefulness.

Not the stores of knowledge but the scientific *methods* are what is presented of most importance in lecture courses. For if, after all, even the latter are capable of constant refinement and subject to constant change, although methods may become antiquated and be supplanted by new ones, every method, even a wrong one, is nevertheless a means for the right employment and the sharpening of the powers of scientific thinking, and lends

the capacity to control critically the whole stock of knowledge. Before all things, the student has to learn methods, for only thereby does he acquire the capacity for making independent contributions to science.

X.

The student must not overload himself with lectures, nor follow too heterogeneous courses side by side. Too much lecture-taking is stupefying, for intellectual food requires to be not only received but also digested, and the time for this is wanting to one who sits all day long before the cathedra-crib. Twenty hours a week of lectures should be the maximum. If possible, one should avoid hearing lectures four or five hours in succession (say from 8 to 1 o'clock), and after two consecutive hours should indulge in an hour of relaxation. In later semesters attendance upon lectures must be limited as much as possible, in order to gain connected time for private work. Word-for-word note-taking (or even stenographic reproduction) at the lectures, is not only aimless but even injurious, because it can only too easily be done thoughtlessly and mechanically. On the other hand, however, it is also a mistake to take no notes at all, for with simple listening there is danger of sinking into a dreamy state or even of falling half asleep and so catching only disconnected fragments of what is said. This is especially to be feared when the matter is a very abstract one, or when the lecturer speaks somewhat monotonously. Intelligent note-taking renders attentive and demands a comprehension of the lecture. But only he writes intelligently who endeavors always to make note only of what is important, and so to produce a critical excerpt of the lecture. Anyone who has gained practice in this not altogether easy art, will not find it necessary, even with crabbed handwriting, to work over his first copy at home, but should not neglect, however, to look through it, keeping an eye especially on the correction of the proper names and technical terms, which in the lecture, even if the docent has spelt them, are often quite strangely misheard and miswritten. Especially those who are not acquainted with Greek, sin in this respect, without, to be sure, being to blame for it; but they must naturally take so much the more pains to acquire correctness. Orthographical errors in seminary or examination papers create, as may be imagined, the most unfortunate impression and may in certain circumstances prove fatal to the culprit. An effort should be made also to give the correct form to the titles of the books cited in the lectures. Write first the name of the author, then the proper title of the book, afterwards the name, whatever it may be, of the edition, finally the place and year of publication, after which should follow the indication of the form, and in case of works in more than one volume, the number of volumes, e. g., DIEZ, FR., *Leben und Werke der Troubadours*, 2. Ausg. herausg. von K. BARTSCH. Leipsic 1882, gr. 8.—CORNEILLE, P., *Œuvres*, p. p. MARTY-LAVEAUX [*Collection des grands écrivains français*]. Paris, 1862, 12 Bde. gr. 8 mit einem Album.—*Romanische Studien*, herausg. von E. BOEHMER. Bd. I. Halle a. S. und

Strassburg im E. 1871-75 gr. 8.—Altfranzösische Bibliothek, herausg. von W. FOERSTER. Bd. II.: Voyage de Charlemagne à Jérusalem, etc., herausg. von E. KOSCHWITZ. 2. Ausg. Heilbronn, 1883. 1 Bd. 8.—One who has learned to write out titles of books in the above manner will save the attendants of the university library, as well as himself, much annoyance.

XI.

At the lectures the student gathers in knowledge, his relation is thus purely *receptive*. However necessary, now, this may be, it could nevertheless, if the activity of the student were to be limited to this, lead to the most unfortunate onesidedness. The student must rather be *productively* active also, he must contribute something of his own, must seek to render fruitful in some definite direction, if only at first by way of trial and exercise, the knowledge he has been taking in. In the first semesters it may do for the student who has only recently left the gymnasium, which has been making sufficient drafts on his working strength, to confine himself to simple attendance upon lectures, but from the third semester on he must learn to work scientifically. For the first, in truth, he will not be able, under ordinary circumstances, to think of treating themes the solution of which calls for more extensive knowledge and riper judgment, but will have to content himself with such exercises as serve merely the purposes of practice, while leading to the attentive observation and collection of facts, and to methodical arrangement, e. g.: the systematic tabulation of the conjugational forms occurring in an Old French poem; or, the collection and methodical grouping of all the words belonging to a given word-family, for example, of all the words deriving immediately or mediately from the Latin *facere*; or the arrangement upon some regular plan of the forms of the Alexandrine used in a given French poem; or, a systematic index of the characters appearing in some more extensive work of imagination or complex of such works, as for instance in BOCCACCIO'S Decamerone or in RACINE'S dramas, with a brief characterization of the same, &c., &c. Not to be despised either is the plan of setting oneself time and again tasks which have the simple purpose, primarily, of putting to the test one's patience and perseverance, for example, to count how often the conjunctions *et* and *mais* occur in a given French poem. For the acquisition of patience and perseverance even in what is at least apparently dry and unproductive work, is of high value to a philologist. For the rest, it does not even call for remark that all labors of this kind, even such as are confined to mere enumeration and computation, may none the less lead under certain circumstances to scientifically important results, just as in philology in general (and in every other science as well), even the smallest and apparently most insignificant fact cannot be disregarded, nor can occupying oneself with it be considered undignified.

Precisely in conscientious and methodical attention to detail appears the

philologist's (as, in general, every scholar's) industry and art, and the most eminent masters of science have sought their renown in being great in little things.—

In later semesters, say from the fifth on, themes are to be chosen for treatment which make greater claims upon the independent judgment and gift of combination, and in general are of a more complicated sort, such as investigations into the sources of literary works, or into the relations as to contents subsisting between different literary works; comprehensive observations on the speech-usages, poetics and versification of a definite poem or group of poems; investigations upon the syntax, or upon separate syntactical phenomena, or upon the vocabulary, of an author or of a literary work; history of the development of a Latin sound or group of sounds in one of the Romance dialects, tracing the development of a Latin form or group of forms in the various Romance languages, or in the dialects, diverse as to time or place, of a single one of them, etc., etc. In so virgin a field as that of Romance philology, themes for interesting and productive work appear in rich abundance; and this is true also of every one of its separate territories, even of the French, notwithstanding that the soil of this latter has been so much cultivated. In truth, not every theme suits every person, for individual aptitudes vary according to natural gifts and inclination. Neither can every theme be handled in every place, for many of them require numerous and rare literary aids, which are for the most part wanting in the libraries of small universities, while in those of larger ones they are often lent out for long periods, and are thus withdrawn from library use. It is a question of making a prudent choice, for it is not at all agreeable, at least involves the loss of time, to begin the working out of a theme and then, perhaps not until weeks afterwards, to be compelled to recognize that a mistake has been made. The best way is to go for advice to a competent person, the professor of the department being of course one of the first to be thought of, and in the last resort to allow him to decide out and out upon a theme; only one must first, especially when one addresses him by letter, place him in a position to choose intelligently; inform him, that is to say, what direction one has hitherto been following in one's studies, with what one has already occupied oneself, whether one has a stronger leaning to grammatical or to literary work, and the like.

A suitable subject having been found, it is a matter of concern to set rightly about its treatment: let one first take one's bearings in the existing literature relating to the subject in question; one should then collect the material, for which it is best to make use mostly of separate cards, since these may be conveniently arranged now on one principle now on another, and taken out at will; let one next, according to the points of view which must have been gained from the material collected, make disposition of the theme, for which in linguistic studies division of the material into chapters, paragraphs, etc., is to be recommended; and now at length one should go about the execution proper, in which the utmost clearness and succinctness

should be cultivated. Let the aim be to avoid long introductions (especially in studies of literary history), and to enter as soon as possible *in mediam rem*. Commonplace and witty or sentimental reflections should be carefully guarded against, as well as extravagance in judgment and hyperbole in expression. Gymnasium students may admit of such weaknesses being laid to their charge, but not so men who are aspiring to be scholars, such as students of the higher semesters are, or indeed can and should be. If the views of another are to be contested, let this be done without arrôgance, and with the greatest modesty; let one keep always to the facts, leaving ever the person of one's opponent completely out of the account. It is always proof positive of the greatest self-conceit, when a young man who has still even to win his literary spurs presumes in a maiden production to swing the critical sledge-hammer against another, who in all probability is his superior in age and experience, and generally also in attainments. Let one not neglect to prefix to the work an accurate list of the literary aids made use of, and in the text itself to accompany with conscientious indication of the source everything borrowed from other works, not forgetting to give volume and page. Works which are destined to be gone through in manuscript by others, must always be paged, and there should be left on every sheet a convenient space for marginal notes. Plain writing (especially not too fine and crowded) is a self-evident requirement.

The best preparation for independent scientific work, in addition to attendance upon lectures and participation in seminary exercises, is the study of technical works, or of writings distinguished, apart from the excellence of their contents, by the clearness and sureness of the methods applied in them. By way of example, such works and articles may be named as: G. PARIS' 'Histoire poétique de Charlemagne' and the introduction to his edition of the 'Vie de S. Alexis'; G. LUECKING'S 'Die ältesten französischen Mundarten'; ASCOLI'S 'Saggi ladini'; E. MALL'S introduction to the 'Cumpoz' of Philippe de Thaün; W. FOERSTER'S article on 'Die Vocalattraction im Romanischen' (*Zeitschrift für romanische Philologie*, Bd. III); G. GROEBER'S dissertation on 'Die ältesten handschriftlichen Gestaltungen der Chanson de Fierabras,' RAMBEAU'S investigation into 'Die als ächt nachweisbaren Assonanzen des Rolandsliedes'; FOTH'S monograph on 'Die Verschiebung der lateinischen Tempora in den Romanischen Sprachen' (*Romanische Studien*, Bd. II); G. WILLENBERG'S treatise on 'Die Bildung des Conjunctiv Präsens der ersten schwachen Conjugation im Französischen' (*Rom. Stud.* Bd. III). The study of such works cannot be too urgently recommended, and it may with perfect right be maintained that one who neglects it cannot bring his special scientific training to a satisfactory termination.

XII.

The field of Romance philology is so extensive that no one during his student period can embrace all its separate parts with an equal grasp.

Everyone must rather confine himself, in the main, to a single department of it. At once for practical reasons this will as a rule be the French, which for the rest is worthy also of this preference because of its rich content and many-sidedness. Nevertheless a fruitful special study can only be dedicated to the French, after the student has obtained an encyclopædic view over the field of general Romance philology, and has made himself acquainted with some other Romance language at least sufficiently to be able to use it for comparison. For not a few phenomena of the French language and literature are to be explained only by comparison with analogous phenomena in the sister languages and literatures. Especially the Provençal, the Italian and the Spanish, (less so, with the exception of the phonology, the Portuguese and the Raeto-Romance,) can be made useful for French philology, and with at least one of these three territories the student should acquire a more or less considerable familiarity. Desirable, in any case, for the French philologist, and in no wise difficult of attainment is the ability to read a scientific work in all the leading Romance languages; this is especially important in respect to the Italian, since in Italy so much that is significant for Romance philology is produced, and works, for example, such as Ascoli's 'Saggi ladini' must be studied even by the French philologist. For the acquisition of facility in reading the languages mentioned the first semesters may best be utilized, since later the time for it might be wanting. The possession of a reading knowledge of English also is of course very useful to the Romance philologist. Now it is certainly desirable and advisable that studies directed to the acquisition of a reading knowledge should be as thorough as possible and be scientifically pursued, but if the time for this be wanting, it is surely better to acquire in any way whatever, (by learning out of an ordinary elementary grammar, by the reading of a text with the help of a translation, or otherwise) a dilettante knowledge of a foreign language, than to renounce it altogether. Something, indeed, is always better than nothing, and what is provisionally learned in a dilettante way may later at any rate be broadened and deepened. In regard to this whole question it is to be borne in mind that in youth the memory is still strong enough to impress lastingly on the mind the forms and words of several foreign languages, whereas later this capacity disappears more and more, and what has been earlier neglected can only be laboriously retrieved. As an excellent means of attaining comparatively easily and quickly a certain degree of familiarity with a foreign language, the following can be recommended. Let one take a text of moderate extent, and have it read several times aloud by a person who knows the language in order to learn the pronunciation and accentuation; let one then translate it as literally as possible, analyzing every form so that nothing remains obscure. When all this has been done, the extract should be read aloud every day once or several times over, until in this way it has been learned by heart. If necessary, let a second or a third passage be worked through in the same manner. Should one wish to acquire facility in writing also, the

words occurring in the passage committed to memory may be put together into German sentences of various construction, and these turned into the foreign language. Reverse-translations also are highly useful.

XIII.

In the university instruction and study of French philology it is customary to give the preference to Old French as compared to Modern French, and with perfect right. For, in the first place, a well-grounded knowledge of the Old French language and literature is an indispensable pre-requisite for the scientific understanding of Modern French, since indeed the latter is essentially the organic result of the historical development of Old French. Secondly, Old French as compared to Modern French, has the advantage of being bounded, and admits of a strictly objective, scientific treatment, while in respect to matters in Modern French such a treatment is by no means always possible, since the development in question has not yet reached any limit. In matters pertaining to Modern French moreover, and especially in literary matters, national sensibilities and other subjective feelings are often mixed up, which on the side of human nature are perfectly justifiable, but which evidently embarrass the scientific apprehension. Further, strange as this may sound, the literary aids for Old French studies are easier to procure than for Modern French: the most necessary (but in truth only the most necessary) apparatus for work in Old French is now possessed by perhaps every university library, while the supply of books in Modern French is often pitiable beyond belief, and makes scientific study a fore-gone impossibility. This is in consequence of the fact that for the longest time the Modern French language was regarded too exclusively from the practical side, and Modern French literature from the stand-point of polite culture. Finally, it is to be taken into account that in respect to the Modern French the student brings with him already to the university the surface knowledge, and has manifold opportunity for the extension of this outside of the university, especially in large cities; while in reference to Old French he is thrown back exclusively on university instruction.

It is easy to understand that from uninformed circles wailing voices should be raised against this preference of Old French, demanding with all sorts of specious reasons (which for the matter of that may be advanced in good faith and with the best of intentions), that university instruction shall be concentrated preferably upon the Modern French, and directed in accordance with practical considerations.

A brief reflection will show the untenability of this position.

To be sure, the French teacher at the gymnasium or the real-school cannot turn his knowledge of Old French to immediate account. He cannot read the *Chanson de Roland* with his pupils, cannot discuss the relations of manuscripts, cannot test the genuineness of assonances or treat other philological matters technically; he must in the treatment of morphology even guard against mixing up with it too much learned by-play, and still more

must he be cautious not to bring forward a mass of etymological explanations. In short, he must repress his learning. On the other hand, he urgently needs a certain amount of practical command of the living language.

But the gymnasium and the real-school are *scientific* institutions and pursue the aim of *scientific* culture. Hence it follows as a matter of course that the teachers engaged in them must be men of thoroughly scientific training, must possess insight into the essential nature of the range of knowledge to which they have to introduce their pupils.

It is required accordingly of the teachers of classical philology, even when they give instruction only in lower and middle classes, that they shall have made thorough-going philological studies, and have dealt in many subjects which stand in no immediate relation to the practical work. Just so it is required of the teacher of mathematics, even of one who has only to do with the ordinary common-school reckoning by the four rules in *sexta* and *quinta*, that he should have seriously occupied himself with the higher mathematics, with the integral and differential calculus, with conic sections and analytical geometry. Why so? Why, for under and middle classes, are not teachers of high-school preparation appointed, who possess a sufficient surface knowledge for such instruction, and in addition are pedagogically better schooled? Because, in the scientific sense, only the scientifically formed teacher is competent to prepare his pupils for scientific study.

But what holds true of the teacher of classical philology, what holds true of the teacher of mathematics, holds true also of the teacher of French (and of English). He also must have scientifically compassed the range of knowledge in which he gives instruction, not in order to turn to practical account the separate items of his scientific knowledge, but in order to possess that cultivation of mind and of character which the teacher's office in a school of scientific aims demands, and also in order to open up to himself in and through this culture and the enthusiasm for scientific ideals awakened and nourished by it, a constantly flowing spring of delight in the teacher's calling.

But a scientific knowledge of Modern French is, for the reason adduced above, only to be acquired by the study of Old French.

Modern French, to be sure, ought not to be unduly neglected in university study. Judged simply from the purely scientific standpoint, this would have to be noted as a mischievous error. For Old French and Modern French stand, as is indeed self-evident, in the closest relation to each other, and cannot, when it is a question of scientific study, be separated from each other. The Old French is needed for a scientific knowledge of Modern French, but the reverse necessity also is equally felt. Many a linguistic and literary form of the Old French first becomes intelligible and clear, when one is in a position to observe what development it has followed in Modern French. Repeatedly it happens that the Old French exhibits only dubious germs, which have first developed in Modern French soil into interesting linguistic and literary plants, and have not until this la-

ter stage allowed their true nature to be apprehended. It would accordingly be a grievous mistake for a student to be willing to forget his Modern French over the Old, perhaps even coming to regard the former as a degeneration of the latter. It is certainly very easy to understand that many grow enthusiastic over the Old French language and literature, but cannot acquire any real taste for the Modern, and for this reason: because Old French is *naïf* (*gemüthvoll*), Modern French on the contrary, prevalingly conscious (*verständlich*); because Old French literature has in it a romantic element and a stir which are sympathetic to us Germans, while the modern literature is sharpened into logical acuteness and almost always betrays a 'tendency'; and finally because we stand wholly unprejudiced towards whatever is French of long ago, while in reference to all that is modern it is only with difficulty that we free ourselves from certain unfavorable ways of viewing things.

But all this does not absolve one who is devoting himself to the study of French philology from the duty of occupying himself thoroughly with Modern French also. This is moreover a necessity for the future teacher of French in higher schools, as there is no occasion even to mention.

And so the students of modern philology need to pay serious heed to extending as much as they can, and that too in a practical direction, their knowledge of Modern French.

Above all things they have to guard against losing their familiarity with and forgetting what they have learned at the gymnasium or real-school. This, although at the first glance one would scarcely consider it possible, actually occurs not infrequently, many students giving themselves up to scientific study with hearty enthusiasm and the best success, but unmindful of their later vocation as teachers, not thinking to hold fast to their elementary knowledge of the language and their facility in it. And then also it may happen, and really does happen at times, that the learned and clear-headed author of a doctor's dissertation on some special point of Old French grammar or literary history, when he "goes up" to the State-examination, exposes himself in elementary matters to the most mortifying and tragi-comical blunders. No need to remark that to such a candidate, however fully his scientific excellence may be recognized, it is impossible to grant a specially favorable testimonial, and that unless he soon makes up what he had till then neglected and stands a second examination with better success, his prospects for a settled position are not precisely of the best.

Let the student, as the first thing, keep himself in the practice of writing! He should make it a duty at least every week to translate into French a German passage of fair length (from a history, novel or comedy) and use every endeavor to give his translation not merely grammatical correctness but also an idiomatic flavor. To be sure, such exercises can only be completely profitable when a competent person looks through the work, corrects what is erroneous in it, and calls the writer's attention to the appropriate rules of style and usage. Such a friendly mentor, however, will not always

be at one's disposition. Let anyone who does not enjoy such aid set about it in another way. Let him translate a passage from some French author into German, following the sense as closely as possible, and then somewhat later when the turns of expression of the French text are no longer in his mind, let him translate this German version back again into French. By comparison of this French translation of his with the original text he acquires a means not only of adequately correcting the former, but also of forming very instructive observations on the differences of French and German usage. Original French composition should also be practiced, for which purpose MARELLE'S 'Manuel de la composition française' (Wiesbaden, Gestewitz'sche Buchhandlung) may be used as a very serviceable introduction. For a knowledge of the theory of French style the study of WILCKE'S little book, 'Der französische Aufsatz' (Hamm 1883) is useful. Facility in French correspondence is also, if possible, to be cultivated.

In order to attain without an extended residence in a French-speaking country (cf. *supra* p. 8) at least some facility in speaking (and naturally also in the pronunciation) let one seize upon whatever opportunity is offered of hearing good French spoken, and if possible of speaking French oneself also. At large universities such opportunity is always to be found, if one only knows how to look for it, for they are never without students of Belgian-French or Swiss-French nationality, or indeed Russians and Poles, who speak, as a rule, if they belong to the better stations, very correct French, with excellent pronunciation. In large cities like Berlin, Leipsic, Breslau, Munich, there are also, outside of academic circles, Frenchmen or Swiss-French enough to be met with. Only the hint cannot here be suppressed that in the formation of acquaintanceship with foreigners some prudence and reserve are always advisable, since naturally the colony of foreigners in a large city always combines with its highly estimable elements some that are dubious and sordid. Since in the cities named as well as in other large cities of Germany (e. g. Stuttgart, Dresden, Cologne, etc.) French parishes exist, opportunity is to be had in them of hearing French preaching, and one who makes diligent use of it can learn much by this means. Often too, in large cities, opportunity is offered at least occasionally of attending French theatrical representations.

In smaller university towns, to be sure, all possibilities, of this kind, of working into the practice of speaking are to be met with only seldom and to a limited extent, or are even entirely lacking. Students of modern philology at such places, unless they can attend a large university for at least a few semesters, undeniably find themselves in a very sorry plight for their practical outfit. What they can do nevertheless in this respect has already been discussed above. Only let one thing be emphasized here once more, because it is at the same time of general importance.

The student of French philology must zealously pursue his reading

of Modern French, in order to acquire as much practice as possible in reading literary works of every sort, and the most extensive possible knowledge of words, phrases, gallicisms, etc. This is at the same time a necessary preparation for the attainment of facility in speaking. And indeed not only the classical writers of the 17th and 18th centuries are to be considered, but also the modern authors, especially the novelists and comedy-writers, for only from the latter is the language of to-day to be learned. For the rest, students of French philology, if only from motives of general culture, should make themselves as well as possible acquainted with Modern French literature, to a certain extent even with that of an ephemeral nature. It is altogether to be reprehended that one whose specialty is French should know nothing but the name of such French authors, say, as G. FLAUBERT, A. DAUDET, and E. ZOLA. One may judge these authors and their work as stringently as one may feel compelled—that is another matter—but let one at least take the trouble to make their acquaintance, which is something that may rightly and properly be required of a person who occupies himself especially with French. Read, then, read as much as possible. Let the student of French philology always have a Modern French book lying on his table, to pick up in hours and at moments when he does not feel himself equal to strictly scientific work and by its perusal to find at the same time entertainment, stimulus and instruction. Access to Modern French books in the field of belles-lettres is afforded by any circulating library. Collections such as SCHUETZ's 'Théâtre français' and the 'Collection des prosateurs français' (both published by Velhagen and Klasing, Bielefeld and Leipsic) make it possible to become the owner of good works of this kind at astonishingly low prices. For that matter, the original editions of French novels (especially those brought out by Dentu, Hachette and Calmann Lévy) are relatively speaking very cheap, and at second hand they can be bought really for a mere song.

Highly to be recommended is the regular reading of a good journal of varied contents, especially of the *Revue des deux Mondes* and of an ordinary daily paper (as for example *Figaro*, the *Journal des Débats*). In the latter, especial attention should be paid to the advertisements, since this is precisely the place to encounter a multitude of words and turns of speech of every-day life which are seldom to be met with in books.

French Journals (mostly, it is true, exclusively scientific ones, but still the *Revue des deux Mondes* also) are to be found in the university reading-rooms (reading-halls, museums, or by whatever other name they are called); French newspapers are to be seen in the better class of cafés in the large cities.

The advice, moreover, to read as much as possible, is also to be given in reference to the older periods of French literature, especially in reference to Old French literature. It has always its advantages to have come once to know a work by one's own reading, cursory though it be. It is

better certainly to read deliberately and with philological exactitude—and this of course is not to be neglected—but with deliberate reading only a very narrow circle of literature can be compassed during a whole life-time, so that cursory reading must come in by way of supplement; by this means superficial knowledge only is acquired, but it is better to possess this than to remain in ignorance.

XIV.

Of the auxiliary sciences to Romance philology, let the student direct his attention especially to the following: —

- a. *Latin Philology*,
- b. *German Philology*,¹
- c. *History*.

On the study of Latin and its eminent importance for Romance philology all that is necessary has been remarked above. To make oneself somewhat familiar with German philology, as the philology which treats of the mother-tongue and the native literature, is the duty of everyone who, as a German, devotes himself to philological study; for the Romance philologist, however, it is also a professional duty, since, as is so well known, there exists a close linguistic and literary inter-relationship between Romance and Germanic. The aids to this study, especially to the practical part of it, are found collected in Von BÄHDER's excellent work, '*Die deutsche Philologie*' (Paderborn, 1883).

The study of history, and indeed of the political history, as well as of that of the manners and customs, of the nation or group of nations in question is the necessary supplement of all philological study. Especially important is a knowledge of the history of manners and customs. Without having this as a foundation, literary history floats in the air, and the understanding of literary works of more remote times, especially as regards "Realien", is impossible.

The Romance philologist must accordingly make himself as accurately acquainted as practicable with the manners and customs of the Romance nations or at least of that nation with whose speech and literature he is especially occupied, and it will be particularly the history and customs of the *Middle Ages* to which he will have to direct his attention. Meanwhile, however, more modern times as well must not be left out of consideration. Thus, for example, the French drama of the seventeenth century (Corneille, Molière, Racine, etc.) is not fully comprehensible without a knowledge of the then condition of the theatre and relations of society. There is no lack of helps to the study of the manners and customs of the Middle Ages and of modern times, and among them there are also works which are treated popularly, in the good sense of the word, and consequently afford reading not only for instruction adequate in a general way, but also for en-

¹ On English philology cf. infra, XVI.

tertainment (e. g. LACROIX's 'Mœurs, usages et institutions du moyen âge, etc'. Paris, 1871).

Let one thing more be especially remarked here. The form of religion of the Romance nations is Catholicism, and it is quite unnecessary to observe that this has exerted a penetrating influence on the development of the Romance literatures; and this often indeed, in more modern times (especially at the time of the Reformation and in the 18th century), chiefly by reason of its having formed, along oftentimes with Christianity in general, the favorite object of attack for free-thinking writers. In any case, it is indispensable for the Romance philologist to know more or less accurately the system of dogmas and the cult of the Catholic church, in particular of the mediæval Catholic church, especially if he belongs personally to another religious confession and occupies the position of an outsider in regard to Catholicism. It is self-evident that one who wishes to understand and estimate correctly the manners and customs and the literature of the Middle Ages, must regard Catholicism from an other than narrowly sectarian standpoint. On the other hand, the born Catholic has likewise to strive to attain a dispassionate and unprejudiced estimate of the Lutheran and Calvinistic Reformation.

It is strongly to be recommended that the Romance philologist should make himself somewhat intimately acquainted with mediæval historical writings, in order to gain a vivid conception of their general peculiarities, but especially of their latinity; and thereby to be placed in a position to use mediæval historical works intelligently for his purposes, as occasion may arise. The best means to this end is the reading of one or another of the mediæval historians, and indeed one will best choose such a writer as does not, like Eginhard, for instance, cultivate the latinity of the schools, but writes Latin with perfect *naïveté* and mediæval crudeness. To name individual authors here would lead too far. Anyone indeed can easily choose from the large number of historical works characterized in WATTENBACH's excellent book, 'Deutschlands Geschichtsquellen im Mittelalter' (Berlin, 4th ed. 1880), one whose contents is especially suited to him. Wattenbach, to be sure, takes notice preferably only of the German side of the historical writing of the Middle Ages, but many of the authors treated by him belong nevertheless either to the Romance countries, or concern themselves intimately with the history of the Romance nations also. Here let it only be noted that in order to form a conception of early mediæval manners and customs, and at the same time of really barbaric mediæval latinity, the study of the Frankish history of Gregory of Tours is especially instructive. If one wishes to become acquainted with the mediæval writing of universal history in ambitious style, one may read the 'Historia ecclesiastica' of Ordericus Vitalis (edited by Prevost, Paris, 1838-55), which is important especially for the Norman-French and Anglo-Norman of the eleventh and twelfth centuries, and contains an extraordinary abundance of material for the history of manners and customs. The texts of the

more important mediæval historians are most conveniently found in PERTZ's well-known collection, '*Monumenta Germaniæ historica*,' those wanting in this, for the most part in the collections of BOUQUET, MURATORI and others. A systematic survey of mediæval historical literature is found (with indication of the appropriate MSS. and editions) in POTTHAST's '*Bibliotheca mediævi. Verzeichniss der Geschichtsquellen des europäischen Mittelalters*,' Berlin 1862-68. 2 Bände), a work which contains also a collection of much other useful material.

Very instructive also is the reading of mediæval works of legendary history, and especially the '*Gesta Romanorum*' (ed. OESTERLEY, Stuttgart, 1872) and the '*Otia Imperialia*' of Gervasius Tilburiensis. (The generally interesting part of the latter work has been edited by LIEBRECHT, Leipsic, 1858). In these books are found the sources, or at least the oldest attainable redactions, of numerous imaginative works of the Middle Ages and even of Modern times as well.

In order, finally, to obtain an idea of mediæval science it is to be recommended at least to glance through once such encyclopædic works as the '*Speculum doctrinale, historiale, morale et naturale*' of Vincentius Bellovacensis, or Brunetto Latini's '*Trésor*' (ed. CHABAILLE. Paris, 1864).

It is manifest that the Romance philologist will feel it incumbent on him to acquaint himself as widely as practicable with the more important historical works of the Middle Ages and of Modern times composed in the Romance languages, especially with such as possess value also through their artistic form.

XV.

To extend the circle of University studies beyond the auxiliary sciences already named is in general not advisable. One should accordingly occupy oneself with other departments only in so far as the very moderate requirements set up in the State-examination by way of "general culture" render it necessary. It is indeed a great temptation for the earnest and avaricious student to make himself to some extent acquainted also, at least by lectures, with fields of knowledge lying quite outside of his specialty, for example, with political economy, medicine, etc., and after the manner of Doctor Faust to study through all four of the faculties. In the first semesters, which in general must be employed in a more or less preliminary way, one may indulge in a few such excursions and may even in certain circumstances derive lasting benefit from them. But later one should resist all such temptations, which can only have as their consequence an unfortunate dispersion of energy, and should concentrate one's entire strength on special studies. Recognizing the present standpoint of science, one can only become a polyhistor by renouncing all claim to contribute anything of original value in any special field, and be content to assume constantly a merely receptive attitude, or in other words to see

oneself condemned to sad sterility. Not the possession of a great mass of heterogeneous knowledge affords inward satisfaction, but the possession of the ability to control strictly and systematically the range of knowledge covering a definite field, and to make it in the highest degree useful for the advancement of ideal aims. Not in the accumulation of dead stores of knowledge, but in the *advancement* of science should the true scholar discover his life's vocation. But only as he makes a duty of judicious concentration is he in a position to fulfill this vocation.

In conclusion let us still further especially remark the following considerations:—

For every philologist it is of great advantage to make himself well acquainted with general linguistic science and general (but especially Indo-Germanic) comparative philology, and the obligation to do so rests also upon the student of Romance philology. But still the latter is in a different position, in this respect, from the student of Classical or Germanic philology. The Romance languages have proceeded from the Latin, their sounds, their words, their word-forms, their constructions are in the main explained from the Latin. A direct comparison of Romance, say, with Sanskrit, Old Bactrian or Old Slavic would be irrational. In this state of affairs, the Romance philologist should content himself with learning the results of comparative philology from good hand-books, and must give up the thought of more deeply exhaustive studies, which for the rest would be impossible for one unacquainted with Greek. The study of the Sanskrit also, even if purely elementary, is to be expected of him at the most only in case he intends entering upon a university career; for the most comprehensive and thorough general linguistic training is indeed desirable for the university teacher of any branch of philology. (For the first orientation in the study of Sanskrit, C. KELLNER's 'Elementargrammatik' is to be recommended. Leipzig, 1868. 2. Ausg. 1880).

But if a Romance philologist should have the desire and the time for independent and more widely extended comparative studies, a grateful field is offered him in the systematic comparison of the Romance languages with others which stand to some older language in a clearly traceable and minutely demonstrable relation of descent, (as e. g. Modern to Ancient Greek, Modern Persian to Old Persian, Prākṛit to Sanskrit). The drawing especially of a somewhat exact parallel between the Romance idioms and Modern Greek might be made a work at once gratifying, rich in results, and interesting to a wide circle of scholars, but not, of course, to be undertaken except by one who thoroughly understands not only Modern Greek but Ancient Greek as well. (Aids to the study of Modern Greek grammar are, among others: MULLACH, 'Grammatik des Vulgärgriechischen,' Berlin, 1858; — VLACHOS, 'Neugriech. Grammatik,' Leipzig, 4. Ausg. 1881; — SANDERS, 'Grammatik der neugreich. Sprache,' Leipzig, 1881.)

XVI.

The student of Romance philology who intends entering on the career of a gymnasium or real-gymnasium instructor will for practical reasons have to qualify himself fully, in addition to the requirements for the teaching of French, in at least one other department. At present the combination of French and English is the most usual, although, in Prussia at least, it is by no means prescribed by law, as is often believed. But this arrangement has against it the external objection that one who has qualified in both departments, cannot, as a rule, in the capacity of gymnasium teacher, turn his English to account, and is accordingly limited practically to a single "Hauptfacultas," in consequence of which he sees himself easily put at a disadvantage in respect to appointment and promotion. Still more heavily weighs the intrinsic objection that the parallel study at the university of French, which pertains to Romance, and of English, which pertains to Germanic philology, carries with it, as a consequence of the broadening development of the sciences in question; an increasingly insupportable overburdening and dispersion of the student's energies. French and English have indeed, both on the linguistic and literary sides, very numerous and intimate relations with each other, and he who studies one of them will always be compelled to acquire a certain knowledge of the other. But French and English form by no means an inseparable unity: such a unity exists rather for the purposes of study and instruction, between French and Latin, on the one hand, and English and German, on the other. Hence it will be better, with a view to qualifying for a teacher's position, to combine the study of French with that of Latin or History, rather than with that of English. By this means one renders possible a homogeneous course of study, and one which through this very merit contains in itself the assurance of success; while at the same time one secures in one's later career as a teacher the advantage of representing departments of instruction such as are in reality so closely related that they admit of the necessary concentration of forces, but are still so diverse that the detrimental weariness caused by constant occupation with one class of subjects is happily avoided.

Bibliographical Notes: A complete Methodic and Hodegetic of the study of Romance philology (or of Modern philology) is not yet written; and a Hodegetic abreast of the times for academic study in general is also wanting. The older writings,—such as SCHEIDLER's 'Grundlinien der Hodegetik des akademischen Studiums', Leipzig, 1839; SCHLEIERMACHER's 'Gelegentliche Gedanken über Universitäten', Berlin, 1808, and many others—contain indeed much that is readable and worthy of consideration, along-side of much also that is no longer in harmony with present relations.

Advice and hints for the study of Romance philology are to be found in B. SCHMITZ's well-known 'Encyklopädie des philologischen Studiums der neueren Sprachen. Leipzig, 1. Aufl. 1859. 2 verbesserte (?) Aufl. Leipzig, 1875-76. Dazu drei Supplemente,' especially in part IV. of the same, and in the treatise

'Ueber Begriff und Umfang unseres Faches,' appended to the 2nd edition of the 3d supplement. (SCHMITZ conceived of the study of the modern languages from a purely practical standpoint which is to-day no longer admissible). Further, in the following monographs: ASHER, 'Ueber das Studium der neueren Sprachen an den Universitäten. Ein Nothschrei an die Unterrichtsbehörden, etc. Leipzig, 1881.' (ASHER speaks almost exclusively of the study of English; he takes the position that the study of the modern languages must be pursued chiefly in accordance with practical considerations and guided by practical tendencies). G. KÖRTING, 'Gedanken und Bemerkungen über das Studium der neueren Sprachen auf den deutschen Hochschulen'. Heilbronn, 1881. Von REINHARDSTÖTTNER, 'Gedanken über das Studium der modernen Sprachen an Bayer. Hoch- u. Mittelschulen, München, 1882,' and 'Weitere Gedanken über das Studium der modernen Sprachen in Bayern, etc.' München, 1883. Since the appearance of the just named publications the questions raised in them have been discussed, on all sides and from the most diverse standpoints, in numerous criticisms and treatises, yet without a veritable clearing up and harmonizing of views.

On the forbidding aspects and the dangers of the sojourn in foreign countries of young philologists of scanty resources, cf. H. REICHARDT's excellent book, 'Der deutsche Lehrer in England', Berlin, 1883.

[For a review of G. KÖRTING's 'Encyklopädie der Romanischen Philologie', of which the foregoing constitutes the 8th chapter of part I. Book II., see *American Journal of Philology*, Vol. V. pp. 104-5 et 369-73.]

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